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ABSTRACT

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to assist sixth-grade students to increase their awareness and appreciation of their environment, and to develop their thinking and feelings concerning it by using creative writing. It is recommended that the seven lessons be spaced over a time span of about four weeks. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluation activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

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Northrop Pak

Thoughts from you

by Liz Northrop

An Environmental Learning Experience for use at the 6th grade level. One of many ELE Paks available for all areas.

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SE 021 480

NATURE KNOWS BEST

PROJECT ECOLOGY TITLE III

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Evaluation Results Regarding This ELE May Be Obtained by Including This Page and a Self Addressed Stamped Envelope To

Highline Public Schools, District 401
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EVERYTHING IS CONNECTED TO EVERYTHING ELSE

PROJECT ECOLOGY

THERE IS NO SUCH THING AS A FREE LUNCH

PROJECT ECOLOGY · TITLE III

EVERYTHING MUST GO SOME WHERE

PROJECT ECOLOGY · TITLE III

NOTES TO THE TEACHER

This Environmental Learning Experience is designed to assist the sixth grade student to increase his awareness and appreciation of his environment, and to develop his thinking and feelings concerning it, by using creative writing.

The earth is constantly changing. In the process of change, we have improved our living conditions over the centuries. But while improving our standard of living, we have created problems for ourselves, for other people, and for our world. What was intended to be good for people has too often brought bad results, also. A change that has improved people's lives has sometimes disturbed or even destroyed the lives of many animals and plants.

People share the earth with many living things. People attempt to control most of the activities on earth. It is important that we understand that all living things depend on each other. Making changes without destroying the ecology of the earth is a tremendous challenge.

People create pollution, extinction, and other environmental problems because they want more. Only people can take care of the earth so it can continue to sustain life. And because WE are PEOPLE, it is up to US!

"The earth does not belong to man, man belongs to the earth." Chief Seattle.

In the beginning God created the heavens and the earth. Then God said, "Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth." And God saw everything that he had made, and behold, it was very good. Bible. Genesis, 1.

Before teaching any of the lessons, read through the entire ELE, to get a feel for the concepts being presented. Re-read each lesson thoroughly before presenting it. Be flexible in these lessons, using parts that are best suited for your students, rearranging the order if you feel it would be advantageous with your group. If the students aren't interested in parts of the lesson, go on to something else. I prefer to use about 4 weeks to teach this ELE, letting a day pass once in a while without creative writing. My students' interest was better maintained than if I had taught a lesson daily without a break.

Because most of the activities are creative writing, they are the students' own ideas. Consequently, you'll have numerous different ideas, and none will be wrong! We hope having his ideas valued and accepted will help enhance each student's self concept, and that his increased awareness, thoughts, and feelings concerning the environment will strengthen his feelings of responsibility towards his world and the life in it.

Your enthusiasm (or the lack of it) is contagious! Show your interest in our surroundings as you teach your students. Your attitude sets the whole mood of the lessons.

Look over the dittos you will be needing. There are many of them, and you may prefer not to use them all. Be sure to run off the dittos for each lesson before you need them.

The cartoons before the lessons begin (on extinction and H_2O) can be used any way you desire. Students sometimes like to enlarge them, using the opaque, and make a poster for the room. Other students may make up their own cartoons on another environmental problem.

Free materials you may want to send away for:

Ecology Action Pack contains 12 duplicating masters, an overhead transparency, and 10 pages of background information and teaching suggestions on ecology.

Address: McDonald's Corporation
One McDonald's Plaza
Oak Brook, Illinois 60521

Attn: A. E. Doyle
7th Floor

Professor Clean asks, What is Air Pollution? A Story of Air Pollution and Cars. 20 page colored 8½x11 booklet, one copy per child. Write to:

Public Relations
General Motors
3044 W. Grand Blvd.
Detroit, Michigan 48202

State number of copies needed

Have the students keep their papers they have done on this ELE, and when the unit is finished, let them make attractive folders to keep their work in. Be sure to return the papers you had on display, so each student can have a complete record of his creative thoughts of our environment. The students are proud of their completed creative writing. These are nice to share with parents on Open House or during conferences.

MASTER MATERIALS LIST

Lesson 1 - I'VE HEARD THE WORD, BUT WHAT IS IT??

- chalkboard, white, red, yellow chalk
- butcher paper
- tempera paints and brushes, or felt pens
- dictionaries
- writing paper and pencils

Lesson 2 - WORDS! WORDS! WORDS! HOW MANY FROM ENVIRONMENTAL?

- paper and pencils
- blackboard and chalk
- dictionaries

Lesson 3 - SO THAT'S WHAT ECOLOGY IS ABOUT!

- bag of litter
- blackboard and chalk
- pencils
- crayons, colored pencils, or felt pens
- 2 dittos - So That's What Ecology is About and Messy World cartoon for each child

Lesson 4 - DO YOU HEAR WHAT I HEAR?

- blackboard
- 3 different colors of chalk
- stopwatch (optional)
- pencils
- ditto of Sounds Outside for each child
- pee chee, book, etc., to support paper to write on

beforehand - field trip permission slip for each student (optional)

Lesson 5 - EAR POLLUTION

- copy of booklet Noise and You for each child (kit)
- ditto of Ear Pollution for each child
- ditto of cartoon of Noise (if you do additional activity with it)
- pencils and writing paper
- blackboard and chalk (optional)

Lesson 6 - WHAT A BUNCH OF DIFFERENT IDEAS!

- copy of each ditto for each child
  - BOXES TO FILL
  - POLLUTION IS LIKE AIR GARBAGE BECAUSE IT STINKS
  - WHICH IS?
  - YOU'RE IT! BE WHAT YOU IMAGINE!
  - DO YOU PREFER A MOO OR A HORN?
- pencils, writing paper
- blackboard and chalk
- crayons, felt pens, chalk, paint (optional)
- art paper (optional)
- butcher paper (optional)

Lesson 7 - WHAT'S CHARLIE BROWN UP TO?

pencils and writing paper
crayons or felt pens
ditto copies of 3 cartoons and instructions (you won't need 3 cartoons for each student - read the lesson to see what you'll need)

Audio Visual List (optional)

Lesson 1
film: "Ah, Man, See What You've Done"
filmstrip: "Air Pollution"
kit: Environmental Crises

Lesson 2
film: "Conserving Our Environment: Pollution Crises"

Lesson 3
film: "Litterbug"
"To Live on Land"
filmstrip: "Introduction to Ecology"

Lesson 5
film: "Noise"
"Noise is Pollution Too"
filmstrip: "Noise, the Latest Pollution"

Lesson 6
film: "What Ecologists Do"
filmstrip: "Awareness in the Forest and Field"
"Awareness in the City"

Lesson 7
film: "Two Grasslands: Texas and Iran"

"What's extinction? It's the inability to adapt to people's blunders!"

"Sure I know what H_2O means - two parts hydrogen and one part oil."

LESSON 1

I'VE HEARD THE WORD, BUT WHAT IS IT?

CONCEPT: The students become more aware of (1) the meaning of the word "environment" in their lives, (2) what it encompasses, and (3) what aspects of the environment they like and dislike. Environmental Concept #123: An individual must develop his ability to perceive if he is to increase his awareness and develop environmental perspective.

MATERIALS:

1. chalkboard, white chalk, red and yellow colored chalk (if you have them)
2. Large piece butcher paper (this can be as large as you want to have room for)
3. Tempera paints and brushes or felt pens
4. Dictionaries (be sure you have at least one good up-to-date one in your room with the words environment and ecology in them. Some of the older dictionaries don't have them listed! Borrow one from the library if necessary.)
5. Writing paper and pencil

PROCEDURE:

1. In large letters across the board print ENVIRONMENT in white chalk. (If you wish, play "hangman" to get the word.)

2. Give the children a few minutes to come up with a meaning - yes, please feel free to use the dictionaries, encyclopedias, discuss with each other, etc.

3. Ask for meanings from the students - is this what the individual read, heard, is this his own conclusion, or what? Class should come to realize that the environment is our surroundings (write surroundings on board.) To be more precise, the surrounding conditions, influences, or forces that influence or modify.

4. Brainstorming. Call from students words that the word "environment" makes them think of. Enlist the help of a few students to write them on the board. (If there are 3 or 4 people writing, the words can be listed about as fast as the students can mention them.) After the board is filled, or the students' enthusiasm has lessened a bit, ask the class to look at the words, decide which they like, which they don't like.

5. Teacher starts on the list, quickly saying each word, class as a whole calls out "like" or "dislike" after each word. (If there is not a clear majority from the voices, you can have a show of hands, but this will rarely be needed.) Put a red chalk line under the "dislike" words, a yellow line under the "like". How is the balance?

6. From the red underlined words, the ones which are disliked about the environment, each child lists the 5 he feels concern him the most. (Students may use ones that aren't listed on the board if those concerns are greater to them.) From the five he has listed, each student chooses one (or more if he wishes,) and write what

he imagines might happen to the earth by the year _____ (suggest several years for the children to choose from, such as 1984, 1994, 2000), if nothing is done to solve this environmental problem. How would the people be affected? Plants? Animals? Work? Recreation? Other countries? Our natural resources? How would our lives be different from what they are now? Encourage the students to think about what kinds of work people would do to solve this problem - would new kinds of jobs be necessary, jobs that we don't have now? People in what kinds of jobs today may be helpful in solving the problem? (The teacher, in addition to orally asking the questions, may wish to write several on the board to remind the students as they are writing. All the questions need not be answered, that are suggested to stimulate thinking.) You may have a class who can come up with the questions themselves, stimulating their own awareness.

EVALUATIVE ACTIVITY:

1. Students get together in small groups, and discuss what they feel are some of the most important environmental problems today. They discuss what needs to be done to solve the most pressing problems. Each group has one representative to share with the entire class the feelings of the group.

2. Bulletin board display of "Important Environmental Problems", displaying the papers of many students.

3. Several students may read aloud their papers to the class if they wish to share.

4. Large chart on butcher paper lettered "ENVIRONMENT" Students list some of the words from the board onto the chart. Hang up on wall.

"ENVIRONMENT"	
like	dislike

SUGGESTED ADDITIONAL ACTIVITIES:

1. A debate! Two students who feel strongly about a problem, debate with two students who feel equally strongly about another problem. The students debate which problem is of greater concern, and why. (Or you may find some students who feel that a problem two students finds very distressing, doesn't bother other students as much, and some may wish to debate whether or not the problem is of great importance.) The students not debating can join the debaters they agree with, the 2 groups on either side of the room. The debaters try to get the other students to switch sides, changing their attitudes.

2. Posters! Such as, "What are YOU Going to Do About This?" showing a serious environmental problem in art form.

3. See film, "Ah, Man See What You've Done". It's an excellent film on concepts of ecology, 26 min. (Order early, it's popular) 26 minutes long holds the students' interest.

4. Groups of students can watch the filmstrip Air Pollution (105 frames).

5. Begin using the kit Environmental Crises. It can be checked out for one week. The kit includes 5 filmstrips, tapes, and manual.

6. Cinquain on an environmental problem. (see Lesson 5 under Evaluative Activities #2.)

TIME ALLOWED: Including the evaluative activity, but not the additional activities, allow about an hour.

lemon lover eat rot

LESSON 2

WORDS! WORDS! WORDS! HOW MANY FROM ENVIRONMENTAL??

CONCEPT: To become more familiar with the word environmental, to have a fun activity to introduce the pak, to become more proficient in working in pairs.

MATERIALS: Paper and pencils for students
Blackboard and chalk for teacher
Dictionaries

PROCEDURE:

1. Print in large letters on board, ENVIRONMENTAL, in colored chalk, if you have it.

liver

2. Tell children you'll give them about 30 seconds to see how many words they can find using only the letters in environmental. (Decide if you will let them use capitals so they can have names, cities, etc.) When the 30 seconds are up, you'll call on different children, and list some of the words on the board.

later

3. Call on several students, being sure each word is different, and has not been used before. So more words can be written more quickly, you can have a couple of "scribes" to write down some of the words on the chalkboard.

oil

4. After 10 (20, 30 - whatever you choose) words have been put on the board, tell the kids they can work in 2's (or 3's if you prefer) and see how many words the two (or three) of them can find. They may use dictionaries. Each word must be spelled correctly. Any word can be challenged by anyone in the class, and the student will have to prove his word is valid, if questioned.

5. Children work on words. My class preferred to have a couple of days to do this in, working on it at odd moments when they had extra time, after the initial work period on this activity. Some children will become very enthused about it, others less interested. (One two-some came up with over 170 words! They had used capitals, as well.)

men

6. As an incentive, if you wish, you can have a scale:
   10-25 words - didn't bother to copy board words
   26-40 - forgot to use the dictionary
   41-60 - you've been doing some work
   61-80 - now you are really catching on
   81-100 - that's neat!
   100+ - impressive!

iron

7. If the students put words beginning with a - l on one side of the sheet, and those beginning with m - v on the other, it will be easier to check their words.

EVALUATIVE ACTIVITY: Pairs of students exchange papers with other pairs of students, checking to be sure all the letters are in environmental, and that the words are spelled correctly. The pair with the most words correct may read their list. Several pairs may have their papers posted on the bulletin board.

SUGGESTED ADDITIONAL ACTIVITY: Show film, "Conserving Our Environment: Pollution Crises" (14 min.)

TIME ALLOWED: Initially, 20 minutes approximately. Students can work on it during a free work period as they desire, for a few days. Be sure to let them know at least a day in advance, when the time will be up, and their papers have to be turned in.

NOTES: See enclosed list one of our pairs completed - they were so proud.

LIST OF WORDS MADE FROM LETTERS IN ENVIRONMENTAL

1. a
2. aim
3. air
4. Al
5. ale
6. am
7. an
8. animal
9. Ann
10. ant
11. antler
12. at
13. ate
14. ear
15. earn
16. eat
17. environment
18. I
19. in
20. inn
21. inlet
22. inmate
23. iron
24. it
25. lame
26. late
27. later
28. Latin
29. lean
30. learn
31. leave
32. Lee
33. lemon
34. lent
35. let
36. lime
37. line
38. linen
39. lint
40. lion
41. lit
42. lite
43. live
44. liver
45. lo
46. loam
47. loan
48. Lori
49. lot
50. love
51. lover
52. ma
53. mail
54. main
55. Maine
56. male
57. malt
58. man
59. mane
60. marine
61. manor
62. mar
63. mare
64. mate
65. me
66. meal
67. mean
68. meant
69. meat
70. melt
71. men
72. mental
73. mentor
74. mere
75. merit
76. met
77. meter
78. mile
79. mine
80. miner
81. minor
82. mint
83. mire
84. mit
85. mob
86. molten
87. moral
88. morn
89. nail
90. name
91. Nan
92. Nat
93. near
94. neat
95. nerve
96. net
97. never
98. new
99. nil
100. Nile
101. nine
102. no
103. none
104. nor
105. not
106. note
107. now
108. oar
109. oil
110. omen
111. on
112. one
113. or
114. oral
115. rail
116. rain
117. ram
118. ran
119. rat
120. rate
121. rent
122. rim
123. Rome
124. Ron
125. Ronnie
126. tail
127. tale
128. tame
129. tan
130. tea
131. team
132. tear
133. tee
134. teen
135. Tim
136. ten
137. tenor
138. Teri
139. tile
140. Tina
141. to
142. toe
143. tone
144. toner
145. tore
146. torn
147. train
148. tree
149. T.V.
150. vail
151. vain
152. Val
153. Valentine
154. van
155. veal
156. Vern
157. veto
158. vim
159. viola
160. violate
161. violet
162. vital
163. volt
164. Von
165. Vonnie
166. vote
167. voter

LESSON 3

SO THAT'S WHAT ECOLOGY IS ABOUT!

CONCEPTS: Environmental Concept #87: Man has ability to manipulate and change the environment.
Future Statement #15: Education must be concerned with training the individual to be aware of his visual senses and perceptions as well as with the acquisition of cognitive knowledge.
Lesson Concept: Man shares the environment with other living things. Man has greatly altered the natural environment, sometimes to the detriment of that environment.

BEFOREHAND: Teacher collects litter (bottle, can, paper, garbage, etc.) from outside, preferably in the area between her home and the school. Have the litter in a paper bag.

MATERIALS: Teacher
1. bag of litter
2. blackboard and chalk

Each student:
1. ditto of cartoon of Messy World
2. Worksheet - So That's What Ecology is About"
3. pencil
4. crayons, colored pencils, or felt pens

PROCEDURE:
1. Teacher takes litter articles from bag, one at a time, placing them on a table where the children can see them (doing this without a word, but being sure she has the attention of the class.) Teacher comments, after the litter is on the table, *I collected these between this classroom and my home. I don't like this kind of stuff around! How do you feel about it?*

2. Teacher asks the students to think back the past week, asking, *What ways did you see the environment harmed because of people?* Call on several students, depending on interest. *How many of you added to the mess?*
3. Teacher talks about messy world, perhaps along these lines: *Some people think we all can go on living without much thought of other living things and the earth can take it. Others fear we are harming our own lives too deeply by messing up the world. Here is one person's idea of what shape the world is in.* Show the Messy World cartoon. *How do you feel about this cartoon?*
4. Teacher passes out the cartoon and worksheet. Students read and fill out the sheet, color the cartoon. If the students are allowed to work in pairs and to quietly discuss among themselves as they work, they'll do deeper thinking on this vital problem. Watch class for when the interest begins to lag, and call a stop; they can always do more during a free working time.

EVALUATION ACTIVITY:

With the class, discuss what problems they found in the cartoon, list them on the board. List additional people-caused environmental problems not in the cartoon. Encourage the students to add to their list on their papers if some one else has thought of a problem that the student did not have on his paper. It would be interesting to have the children vote on which environmental problem(s) they feel are most serious.

SUGGESTED ADDITIONAL ACTIVITIES:

1. Some children would enjoy drawing their own individual Messy World cartoon. Several might enjoy working together to make a large Messy World for the bulletin board, using tempera, or crayons. A caption could read something like "What are we going to DO about this mess?"

2. For your creative drama enthusiasts, suggest they role play some of the problems in the cartoon, being that thing, whether it be a fish unable to breathe in polluted water, or a tire or tin can which would much rather be recycled than thrown in a stinking heap somewhere.

3. Creative writing as the "thing" (example #2) or as a story of what that person thinks should be done to save our world.

4. *Think ahead to the year 2000 (or pick another year). What do you think will be the world's problems then.* Students can express their ideas by drawing a world, by listing the problems they anticipate, by writing a story about it, creating a poem, etc.

5. Each student can think of his own caption for Messy World cartoon and write in his caption on his own copy.

6. Show film to class, "To Live on Land", that deals with animals adapting to different environments. 24 minutes.

7. Groups of students can watch the filmstrip, Introduction to Ecology (38 frames).

8. Film, "Litterbug", (14 min.) a clever, interest holding Disney film featuring Donald Duck as a litterbug.

9. Class goes on a litter hike on the school grounds. Samples of the litter can be on display on a hall or room bulletin board with an appropriate caption. Discuss what kinds of litter (mostly paper?) how it got there, and how each of us can help.

So that's what Ecology is about !

What a view of our earth! Do you agree that people have made such a mess of it? Look at the problems in the cartoon.

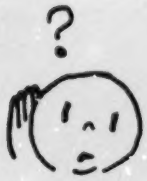
Take a good look at the things in your surroundings. Can the plants and the animals exist without the air, sun, soil, and water? How do problems of air and water pollution affect animals and plants? What difference does it make to us if large numbers of fish and birds and other living things die? How does destroying trees harm the air, the soil, and people?

How is every living thing dependent on ALL parts of the environment? Why should ALL people be concerned when some countries pollute their own lands and the air above their countries, and the water around them?

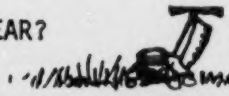
THAT'S WHAT ECOLOGY IS ALL ABOUT!

Take another look at the cartoon of a messy world. List the problems you see in the cartoon. What people-caused environmental problems can you think of that are not in the cartoon? List them also. Put a "*" by the problems you feel are most serious.

LESSON 4



DO YOU HEAR WHAT I HEAR?



CONCEPTS:

Environmental Concept #87: Man has ability to manipulate and change the environment.

General concept: Man shares the environment with other living things. Man has greatly altered the natural environment, sometimes to the detriment of that environment.

Specific concept for this lesson: Through listening to sounds, the students become more aware of how man has altered the natural environment.

BEFOREHAND:

One week before the lesson check with your principal, and then send home permission slips for a walking field trip off the school grounds. If you are unable to take a walking field trip, the lesson can all be done on the school grounds, although the walking field trip is desirable. Secure permission slip from each student. If you will be traveling some distance from the grounds, you will need to invite parents to accompany you. Decide where you will be taking students.

MATERIALS:

Teacher
1. blackboard (you'll need a large space)
2. colored chalk (3 different colors)
3. stop watch (optional)

Student
1. ditto of SOUNDS OUTSIDE
2. pee chee, book, clipboard, etc. to support paper to write on
3. pencil

PROCEDURE:

1. Teacher puts across the top of blackboard in large letters, SOUNDS, asks children for some familiar sounds.

SOUNDS

In Classroom	People Caused	Natural (people don't contribute to)

2. Teacher elicits from students what sounds they have heard in the last five minutes. List on board under CLASSROOM.

3. Children and teacher are silent for 60 seconds. (use stopwatch if you have it, otherwise, count to 60.) Teacher asks what additional sounds they heard that they hadn't listed in #2. Ask why they aren't usually aware of hearing these sounds in the room. (It's too noisy.)

4. Teacher asks: *What sounds do you hear outside? Which sounds are caused by people? What sounds would you hear if there had never been any people living in the United States? What sounds are completely from nature, and people didn't have a thing to do with?*

Pause a few seconds for students to think, don't call on them for a vocal response, instead say, *Let's go outside and listen for the sounds!* Briefly explain and pass out work sheets.

5. Group goes outside, preferably on a walking field trip. If this is not possible, visit many parts of the school grounds to get as wide a sampling of sounds as possible. (Students need to have their materials with them.) You may choose to keep your group together, or to allow the students to wander around (within your seeing and calling distance.) Quiet must be maintained a good part of the time so the sounds can really be heard. Students can fill out the worksheets individually or in pairs, listing the sounds they hear under "People Caused" or "Natural". Watch the group to sense when it is time to come into the classroom.

6. Students come into the room, tell the sounds they heard outside. Teacher lists them, in a different color chalk for "People Caused" and another color for "Natural", under the heading SOUNDS.

7. Students break up into small discussion groups (about 4-6 per group) with a representative for each group. Each group discusses how people have affected the natural environment, how the sounds outside are different because of people. Discuss some of the ways they like the difference because of man, the ways they dislike. How do they feel about this? What should we continue to do? What activities should people discontinue doing? Are people being fair to the once natural inhabitants of this area? (wild animals, birds, etc.) What sounds tell us we are harming the environment? (Students do not need to answer all these questions, they are ideas to get them started discussing.)

EVALUATIVE ACTIVITY:

The class comes together as a whole. One representative from each group tells the main points of his group's discussion, and the feelings of the group, as discussed in #7.

SUGGESTED ADDITIONAL ACTIVITIES:

1. Students write a creative writing story on what the school property would sound like and look like if people had never lived in the United States.

2. Students divide into two's, so each child has a partner. One student in the couple is blindfolded, with his partner leading him. The class walks around the school yard. Teacher asks the blindfolded students to be thinking: *What senses do you rely on more when you can't see? Is your hearing more acute? What sounds are most noticeable when blindfolded? Are you able to hear any sounds you didn't hear on the class walk earlier?* Partners switch places so each child has the opportunity to be blindfolded and to lead his blindfolded partner. Students realize how dependent and trustful we become in some situations.

MATERIALS FOR ADDITIONAL ACTIVITIES:

1. blindfolds for half the class for #2
2. paper and pencil for #1

TOTAL TIME:

Allow an hour and a half. It may be more or less, depending on your group. This lesson can be divided into two lessons, stopping the first lesson after completing #3, or after completing #6. If you divide the lesson, complete it by the next day.

SOUNDS OUTSIDE

LISTEN!! What do you HEAR? What sounds do you hear that are caused by people? Listen closely for sounds that people had nothing to do with, those sounds that would still be around even if people had never lived in the United States. List the "people caused" and "natural" (people didn't have anything to do with causing this sound) sounds under the proper headings. You really have to LISTEN CAREFULLY.

PEOPLE CAUSED	NATURAL (people don't contribute to)

LESSON 5

EAR POLLUTION

CONCEPT: Noise can cause loss of hearing; hearing cannot be replaced. Hearing is necessary in order to get the most from learning, communicating, safety, and pleasure.

BEFOREHAND: Carefully read booklet, Noise and You and ditto Ear Pollution.

MATERIALS:
1. copy of booklet Noise and You for each child
2. copy of ditto Ear Pollution for each child
3. copy of ditto of cartoon if you do additional activity
4. pencils, crayons, or felt pens
5. blackboard and chalk (optional)
6. paper for writing

PROCEDURE:
1. Ask class, *Imagine that this morning you woke up suddenly, deaf, and the doctors couldn't help you hear again. What are some of the things you'd have to give up if you couldn't hear? What would you have more difficulty doing if you were deaf? How would your life be different? In what ways is hearing important?* (list on board) *What are different types of sound?* (pleasant, loud, piercing, soothing) Give them a few moments to think about it before calling on anyone. Have children respond orally. The conclusion should be that hearing is extremely important!

2. Ask class, *What do you think causes people to have a loss of hearing?* You may want to list these on the board, you may not - up to you. (The leading causes are excessive noise, disease, injury, and age.) Ask class, *Out of every 100 Americans, how many do you think have a hearing loss?* (answer is 10) Ask children what they think noise is. Have children give their answers orally; you may list on board or not. Tell them one person thought of noise as ear pollution! (Write on board, NOISE - EAR POLLUTION!)

3. Pass out booklets for children to read. You may prefer for class to read together, or for students to read together in small groups if you think some of your students may have difficulty with the material. After allowing time for them to read (approximately 15 minutes) pass out dittos. Let students work with a partner, discussing the questions, each student filling out his own ditto, each person giving his own personal answer to #10.

4. Go over dittos while students still have their papers. If they have questions, or disagree with the answer another child gives, encourage them to speak up. The students may correct their answers. Collect booklets and papers.

EVALUATIVE ACTIVITIES:
1. Give a short quiz on the dittoed material, teacher dictating it. Students can use the back of a completed math paper, etc. to conserve paper. See answer key for EAR POLLUTION for suggested questions, or make up your own. Students answer in only a few words.

2. Write a cinquain on noise! If your students have written cinquains before, fine. If they haven't, you'll want to do some with them on

the board before they do their own. It is the idea which is important, each student expressing his own ideas. Illustrate the feeling of the cinquain, perhaps only by symbols.

Cinquain Form:
First line: one word, giving title
Second line: two words, describing title
Third line: three words, expressing an action (often ends "ing")
Fourth line: four words, expressing a feeling
Fifth line: one word, a synonym for the title (sums it all up)

Example of cinquain:

Noise
Unwanted sound
Displeasing, annoying, harming
Noise disturbs my thinking
Horrible

Deer
Graceful, kind
Running, leaping, soaring
Happy in their freedom
Beautiful

SUGGESTED ADDITIONAL ACTIVITY:

1. Give each child a copy of the NOISE cartoon. Let the students discuss it among themselves, make comments. Do they agree? Disagree? What words in the cartoon would they change? The cartoon carries a strong message, which the students readily see and appreciate. The cartoon is good to use in discussing impressions we make on others, setting a good example, and actions speak louder than words. Color cartoon.
2. Watch films on Noise (10 min.) and Noise is Pollution, Too (15 min.)
3. Small groups watch filmstrip Noise, the Latest Pollution (99 frames)

ALLOWED TIME:

This lesson can be done in one day, allowing about an hour and a half. You may prefer to divide it into two days, doing the evaluative activities the second day; the first part (procedure) would take about 45 minutes, the evaluative about 45 minutes.

Using the booklet "Noise and You", fill out the answers. The page number is given where the answer is found.

1. Noise is _____ pollution. Noise is _____ sound. (p. 2)

2. Name a leading cause of hearing loss. _____ (p. 3)

3. Hearing is precious to us in many ways. Name four ways hearing is important to us. (p. 4)

   _____ _____

   _____ _____

4. What percentage of the people are immune to the long-term effects of noise? (p. 6)

   _____

5. Choose one answer, underline it.

   a. very few people b. about half the people c. almost everybody

   may be exposed to excessive noise at home, work or play. (p. 7)

6. What is industry doing to protect workers from excessive noise? (p. 10)

   _____

   _____

7. What is your best hearing insurance? (p. 11) _____

   _____

8. Why is it necessary for us to take care of our hearing? (p. 15)

   _____

9. Noise doesn't have to be excessive for long periods of time to cause loss of hearing. Certain types of noise even for _____ periods of time can damage our hearing. (p. 2)

10. What is the worst sound <u>you</u> have ever heard, and why was it the worst? (This is your own idea. Answer on the back of the page.)

Answer Key for EAR POLLUTION ditto

1. ear any unwanted
2. excessive noise
3. learning communications safety pleasure
4. nobody is immune!
5. c, almost everybody
6. Industry has noise control programs, it is working to lower noise levels. (quieter machines, noise dampers, increased distance, maintenance and repair, sound barriers, rescheduling.)
7. personal protection
8. hearing can't be replaced
9. short
10. answers will vary

Questions for short quiz for evaluative activity on EAR POLLUTION

1. What kind of sound is noise? (unwanted)
2. What great harm to you can noise cause? (hearing loss)
3. Name 3 ways hearing is important to us. (learning, communicating, safety, pleasure)
4. Why is it important to take care of your hearing? (if you aren't careful, you can have a hearing loss, and hearing can't be replaced.)
5. True or false: If a person gets used to a lot of noise, it won't harm him. (false! No one is immune to long-term noise effects.)
6. True or false: Almost everyone may be exposed to excessive noise. (true)

YOU KIDS QUIT ALL THAT YELLING AND HOLLERING!
LOUD DOESNT MAKE WHAT YOU SAY ANY TRUER OR WISER!
NOISE IS AS BAD A POLLUTANT AS DDT, SEWAGE, SMOG, OR ANYTHING!!!
IF YOU CANT SPEAK IN MODERATE TONES DONT SPEAK AT ALL!
SO SHUT UP!!!
WHO DID THEY LEARN THAT FROM ANYWAY?!?!
WASHINGTON STAR SYNDICATE, INC.

LESSON 6

WHAT A BUNCH OF DIFFERENT IDEAS!

PURPOSE: The purpose of these 5 exercises is to increase the conscious level of perception and thought of each student, especially in connection with the environment and the student's feelings.

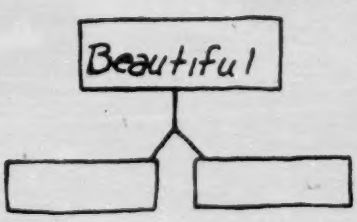
CONCEPTS: Environmental Concept #23: An individual must develop his ability to perceive if he is to increase his awareness and develop environmental perspective.
Future Concept #15: Education must be concerned with training the individual to be aware of his visual senses and perceptions, as well as with acquisition of cognitive knowledge.
Career Statement #27: A good career education program is an awareness of self.

MATERIALS: Blackboard and chalk
Copy of each ditto for each child (ditto, 5 lessons)
Pencils, crayons, felt pens, chalk, paint (optional)
Paper to write story
Butcher paper (optional)
Art paper (optional)

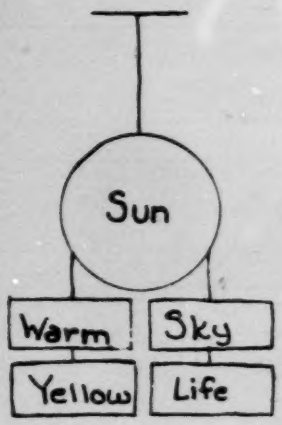
PROCEDURE: STRESS strongly to the class, there are NO wrong answers in these creative writing exercises! Each one of us is an individual, and is different from the others, and has different thoughts and ideas, which we want to encourage. As long as the student's answer pleases him, it is correct. The aim is to get people thinking about these things in our environment. It is impossible to come up with the "right answer" - because there isn't one - there are loads of them!

The exercises for this lesson do not necessarily have to be presented in the order they are in the ELE. If you would prefer to use them in a different order, feel free. Also, depending on how much experience your students have had in writing of this kind, you may wish to alter the procedure, which is fine. Do what you think will work best with your class. The procedure is written assuming the students do not have a wide background in this type of thinking; if your students do, by all means leave out as much of the procedure as you wish.

1. a. Lesson 1, BOXES TO FILL. Before handing out the papers, put a word on the board, such as BEAUTIFUL. Put a box around the word, ask students for words that remind them of the word you have put on the board. When you have the two "remind me of" words, put a box around each, so the words will look similar to how the words on the dittoed copy look. Repeat the procedure with another word or two, or more if you wish. Good words to use are FRIEND and GRASS.



b. Pass out dittos, students fill out.



c. After the class has completed the exercise, ask for some of the word associations, orally. You may want to put them on the board. A group of students may want to look over the papers, or choose from the oral responses, and make a chart of some of their favorite "boxes", using felt pens and butcher paper. The chart could be put up on a bulletin board, on the wall, in the hallway, or other places the students might like.

d. Additional activity: 1) Students may enjoy getting in small groups and making up their own word in a box, for the other students to think of words to associate. 2) These word associations are fun to illustrate. Students could choose their favorite one, or do several, showing in a drawing, how these things are alike. 3) Mobile of words!

e. Materials for additional activities:
1) felt pens and butcher paper (c)
2) crayons, felt pens, pencils, etc. and paper

2. Lesson 2, POLLUTION IS LIKE AIR GARBAGE BECAUSE IT STINKS

a. Write on the board, "Pollution is like air garbage because it stinks!" Ask the students comments on it. What else is pollution like? Why? Put on the board "A FISH is like a BOAT because" - ask for answers.

b. Pass out dittos. Have students carefully read instructions, having someone read them aloud if you like. After instructions are read, put up another comparison on the board, such as " TYPEWRITER is like a CENTIPEDE because...." or "YOU RIDING A BICYCLE is like WHAT ANIMAL MOVING?" Why? Get children's ideas, remembering to accept them all - we want to encourage their thinking. There are no wrong answers! We all have different thoughts, so it's neat that we have so many different ideas expressed.

c. Students fill out dittos.

d. After assignment is completed, let the children share some of their ideas, either with the class as a whole, or dividing into smaller groups, where each child can share one or two of his favorites with the rest of his small group.

e. Additional activity: Individuals may wish to make a poster of one of the analogies, using 18x24 paper, writing in the analogy, and then illustrating it.

3. Lesson 3, WHICH IS?

a. Tell class that this exercise really demands the use of their imaginations. As in all these exercises, ALL answers are correct. By this time, the students should be becoming more flexible in using their imaginations, and probably won't need as much oral preparation for the lesson as they did in the first lessons.

b. Pass out the ditto sheets. The students can either go on their own, or you can have someone read the explanation on the top of the ditto. If you feel the need, do some examples as a group, but by now, after doing this kind of thinking on several dittos, most of the students can probably go on their own. Emphasize the WHY, and letting the imagination run w i l d !

c. On completion, students will want to share; this can be done in small groups, or with the class as a whole.

d. Additional activities: Encourage those who feel like it to make up their own, using the space provided on the ditto. These can be expressed in art in many ways - poster, mural, illustrations for bulletin boards, etc.

4. Lesson 4, YOU'RE IT! BE WHAT YOU IMAGINE!

a. This lesson is the most advanced in the group. It requires real thought and imagination, and a willingness on the student's part to let his feelings come through. Some children might be a bit hesitant to open themselves this much, some will be eager to BE the THING! Remember to accept ALL feelings.

b. Before handing out the dittos, you might ask the children to imagine how an ant would feel if his carefully stored supply of food was being threatened by a hot, dry spell that was drying it up, and if the hot spell continued, the ant wouldn't have enough food to last over winter. In order to experience what the ant would feel, you have to put yourself in the place of the ant, actually BE the ant, asking yourself, "How would I feel? What would I do?" If you feel your students would catch on easily enough, skip this step.

c. Hand out the dittos, go over the instructions and example, stressing that we have to get inside the thing, try to FEEL what it would feel, THINK what it would think, actually BE that thing for the present. Students will write on another paper.

d. You can have the students choose one of the three to write on, have them do all three, or give them a choice of writing on one, two or three of the "Things". This is a fun lesson to illustrate, individually, or in groups. It is amazing the many varied responses the students will have in their reactions to "Being the thing."

e. These make nice bulletin board displays - creative, showing thoughts and feelings and involving thoughts on the part of the others who read them.

f. Additional activities: 1) Some of your more courageous students may enjoy role playing one of the scenes for the rest of the class. The parts can be flexible, such as in #1 situation, there can be two parents who talk back and forth about what to do to protect their baby fawns. Allow for flexibility! We're trying to promote thinking and feeling, which need freedom for expression. 2) Haiku. Three lines - first line 5 syllables, 2nd line 7 syllables, 3rd line 5 syllables.

Example:
flower straining hard
snow feels cold, firm, unyielding,
will the bloom break through?

5. Lesson 5, DO YOU PREFER A MOO OR A HORN?

The ditto for this lesson should be self explanatory, especially as the children have been doing creative writing exercises all week. The students may write it as a letter, as they would be telling the person, or however they like.

TIME INVOLVED: I suggest doing one lesson a day for five days. Time will vary for each lesson, much depending on the amount of discussion beforehand, the amount of time sharing ideas after the writing is done, and the amount of time devoted to additional activities. Plan on around thirty minutes per exercise, not allowing for additional activities.

EVALUATIVE ACTIVITIES:

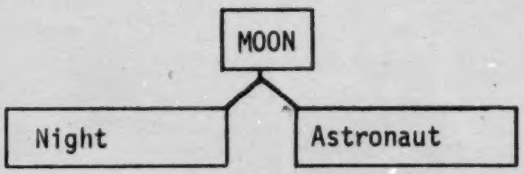
1. Orally sharing each other's writings; class or small group discussions.
2. Display of written work and art work in the room.
3. Role playing
4. Students make up exericses of their own, using these as a format.

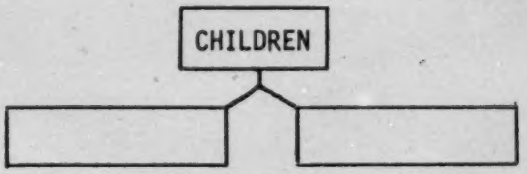
SUGGESTED ADDITIONAL ACTIVITIES:

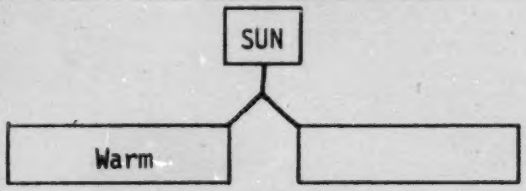
1. Show movie What Ecologists Do (16 minutes) which tells about careers in ecology.
2. Small groups of students can watch filmstrips:
   Awareness in the City (74 frames)
   Awareness in Forest and Field (74 frames)
   (Both good before the 5th exercise, Do You Prefer A Moo or a Horn, is presented.

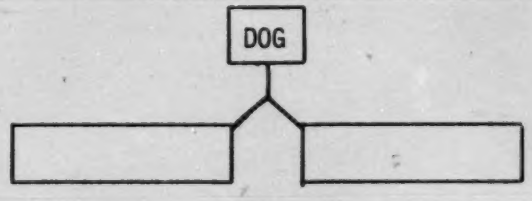
BOXES TO FILL

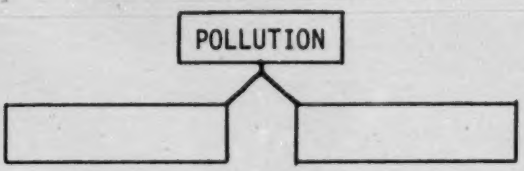
In this exercise, let your thoughts travel from word to word. The first word is given to you. Write in the words it makes you think of. For example, the word MOON might remind you of NIGHT and ASTRONAUTS; SUN might make you think of WARM. What other word does SUN bring to your mind? Write your own ideas in the blank boxes on this page.

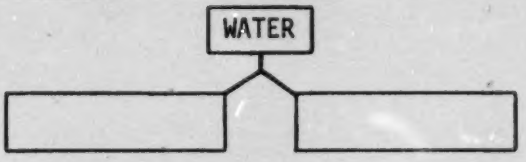


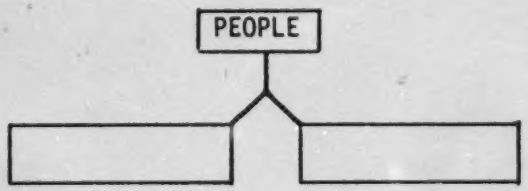


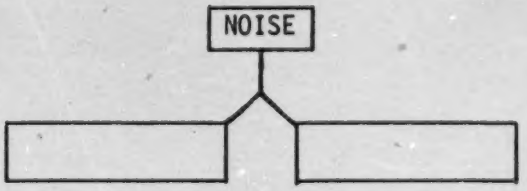


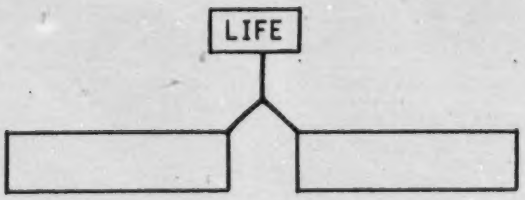


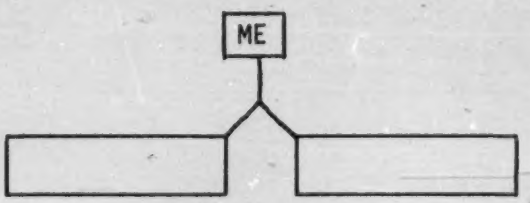


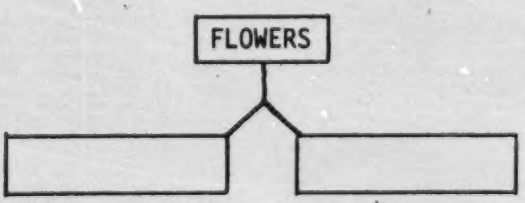


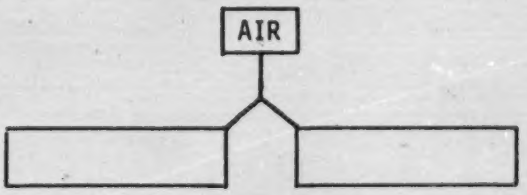












POLLUTION IS LIKE AIR GARBAGE BECAUSE
IT STINKS!

There are NO wrong answers in these exercises! Your answer is correct if it pleases you.

In this exercise, you will be comparing different things. An example is, "The hail fell like stones." The way the hail and stones fell was compared. If we had said, "The hail fell hard," it wouldn't have been a comparison. There has to be two things to compare. Another comparison is, "The girl hopped like a rabbit," comparing the way a girl hops to the way a rabbit hops.

Give your own ideas in the following comparisons - remember, each person has different ideas, and will come up with different thoughts, which is just fine. After reading the example, do the rest yourself. Use the back of the paper if you need more room.

Example: A ROAD GRADER is like WHAT ANIMAL? Why?
A road grader is like a hippopotamus because a hippo levels the ground where he has been sitting.

1. An ELEPHANT is like a TRUCK because _____

_____

2. A PERSON is like an OCTOPUS because _____

_____

3. What ARTICLE OF CLOTHING is like the HIDE OF A BEAR? _____ Why?

_____

4. What LIVING THING do you think is like a bulldozer? _____

Why? _____

5. POLLUTION is like _____ because _____

_____

6. What ANIMAL are YOU like? _____

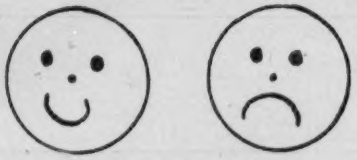
How are you like this animal? _____

_____

7. What PLANT are YOU like? _____ Why? _____

_____

WHICH IS?



Stronger?

Use your imagination to answer each question in a way that pleases you. Choose the answer you like best, and tell why. What we want are YOUR ideas. Each answer is right if you like it.

Example: Which is HAPPIER? SUNSHINE or AUGUST Why?

(For this example, we'll give a reason for why someone would choose each one. When you do it, choose the one answer you like best, and just give a reason for that one answer.)

1. Sunshine is happier, because it feels good, makes things grow, and I can play outside when it is sunny.

2. August is happier because it is summer, the weather is good, and I have lots of free time to do what I want. There usually is lots of sunshine during August, too.

Now circle the one answer you prefer for each question, and write why. If you need more room, use the back of the paper.

1. Which is STRONGER? A SMILE or A FROWN? Why? _____

2. Which is MIGHTIER? An OCEAN or A CITY? Why? _____

3. Which is a BETTER SOUND? CHILDREN LAUGHING or AIRPLANES FLYING? Why? _____

4. Which is MORE FUN? EATING A CANDY BAR or WALKING ON THE BEACH? Why? _____

5. Which is LOUDER? A TREE or A MOUNTAIN? Why? _____

6. Which is LOUDER IN THE WOODS? CHATTERING OF SQUIRRELS or A CAR? Why? _____

7. Which is HEALTHIER? An APPLE or A SUNNY DAY? Why? _____

8. Which is WARMER? A SMILE or A COAT? Why? _____

9. Which TAKES UP MORE SPACE IN THE WORLD? A TREE or A CAR? Why? _____

10. Which is QUIETER? AN OCEAN or A BEACH? Why? _____

Extra for those feeling creative today - make up some of your own!

Which is _____

Why? _____

YOU'RE IT! BE WHAT YOU IMAGINE!

To BE THE THING you have to pretend that you are something that you aren't. Imagine how it would FEEL to BE that something and how you would ACT if you really WERE that something!

Example: Imagine you are an ant who is training to climb a wall back to his home. The day is cold, windy, and rainy. BE THE THING that you imagine. Imagine you are that ant. How does the coldness, the wind, the rain affect you as you try to climb to your home?

One person wrote, "Everytime I try to climb the wall, the wind blows me and my legs just can't grab hold of the slippery wall to let me climb up. I am so cold, so tired, and so wet. I'm afraid I may die if I stay out here in the cold, wet, wind. Will I ever be able to return to my safe, warm, dry home? I better find a place to stay before the wind blows me away or the rain drowns me. I feel miserable!"

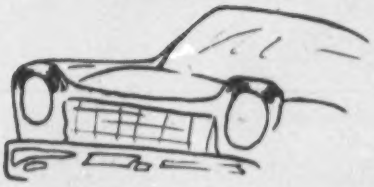
1. OK, now you try it. Imagine you are a parent of two tiny week old fawns, which you have carefully hidden in the forest. You hear the footsteps and detect the scent of a human, coming nearer your home and your babies. BE THE THING, the parent of those fawns. What are your thoughts, how do you feel, as you hear and smell a human? What are you going to do, what action are you going to take? What are your fears?

2. Imagine you are the first wild flower high on Mt. Rainier in the spring. After lying dormant (sleeping) in the ground all winter, you are trying to push up through several inches of snow still on the ground, covering you. What do your roots do, what does your stem do, to help push you through the snow? How do you FEEL if you make it, and realize you are the first flower on the entire mountainside? Or how do you feel if you aren't able to break through the snow? BE the flower! Tell your thoughts, feelings, and what you'd do!

3.

Be a DROP of WATER! Any kind - in a pond, ocean, stream, river, from a faucet - you choose. Tell your thoughts and feelings as you go along your way, BEING the WATER.

DO YOU PREFER A MOO OR A HORN?



Imagine you have moved from the country to the city. One of your country friends is coming to the city, for the first time, to visit you. Your friend wants to know what to expect, so you decide to compare the country things that he is familiar with, to the city things he is unfamiliar with. At first, compare the SOUNDS - compare the morning sounds in the country with the different morning sounds you hear now that you are in the city. (Remember, animals, lack of people, more natural things in country, and the different city sounds.) After comparing the sounds well, you can compare the sights and activities if you have time. Use the back of the paper if you need more room. Illustrate if you like.

LESSON 7

WHAT'S CHARLIE BROWN UP TO?

CONCEPTS: To increase the student's awareness of his environment and people's feelings concerning the environment.
Environmental Concept #123: An individual must develop his ability to perceive if he is to increase his awareness and develop environmental perspective.

MATERIALS: Set of Charlie Brown cartoons run off from dittos (4) - (one of Charlie Brown, Lucy, and Snoopy, and instructions)
Lined paper for writing
Pencils
Crayons or felt pens

PROCEDURE:

1. Mention to class that we have been studying the environment for weeks and have become much more aware of it than we had previously been. We are pretty much in touch with our feelings about our surroundings. Ask them what they think Snoopy's reaction, or Lucy's or Charlie Brown's might be to what is happening in their environment, as shown in these cartoons. (hold up the 3, tape them to the board, or make transparencies and use the overhead projector.)
2. You may wish to tell the class the written suggestions and questions for the cartoons, or you may wish to ditto off a copy for each student - I suggest a copy for each. Do stress the questions are just to stimulate ideas, and do not all have to be answered. We want the students to express what they think the cartoon characters are thinking and feeling. You may need to remind them what a caption is; in this case, it may be a statement of strong feeling from the character (such as "What a beautiful, beautiful day!" or "Who said our park is going to be made into a parking lot!")
3. Let each student choose one of the cartoons to write on. With the cartoon in front of him and a copy of the instructions (unless you chose to do it only orally), he is ready to go. Some students may prefer to color their cartoon first, while they are thinking about it, others may choose to color it after the story is done.

EVALUATIVE ACTIVITIES: Some suggestions to choose from:

1. One student can "BE" the cartoon character, and be interviewed by another student, on what are the thoughts and feelings expressed in the cartoon. This can be done, depending on interest, for each of the characters, with several students playing the part of the character.

2. Students can make puppets of Charlie Brown, Lucy, and Snoopy. The 3 puppets can have a discussion of how they feel about what is happening in their environment.

3. Sharing of the stories the children wrote, either on a whole-group basis, or divided into smaller groups, with individuals reading aloud their stories.

4. Make a hall display! Some children can enlarge one or more of the cartoons (the opaque projector is great for this if you have students who hesitate to do it free hand) and then put up the stories concerning those cartoons. Because of the cartoon idea, and of the popular characters, it will catch the eye of many youngsters, and perhaps help students in other classes become more aware of our environment.

SUGGESTED EXTRA ACTIVITIES:

1. Students can drawn their own pictures, write their own captions, with or without stories.

2. Share evaluative activities 1, 2 or 3 with other classes; presentations to younger children may be preferable.

3. Show film "Two Grasslands: Texas and Iran" (21 min.) Shows the relationship between man and his environment. Good film to conclude pak.

TIME ALLOWED: About an hour. Children will finish at different rates.

WHAT'S CHARLIE BROWN UP TO?

In these cartoons, you are to carefully look at the expressions of the characters, and express what they are feeling and thinking in the cartoon. Each one of us might see the cartoon in a different way, which should be interesting! Fit the situation into something concerning our environment. Read the questions through for the cartoon before beginning to write, thinking through in your head what the cartoon character is thinking and feeling. Then, write your story. You can write the caption first, or after your story is completed. The caption goes right under the picture. The questions are just to give you ideas; you do not have to answer them all.

1. CHARLIE BROWN

   a. What are his feelings? Angry? Feeling strongly about something? Complaining? Giving orders? Shouting? Happy?

   b. Who is he talking to? The outdoors? Plants? People? Just to himself? What is the reaction of his audience?

   c. What is the situation? Time of year? Something good happen? Bad? Disturbing? Charlie like what is happening? Dislike?

   d. What is Charlie Brown saying? How does he feel about it?

2. LUCY

   a. What is her mood? Happy? Energetic? Playful? Adventuresome?

   b. Why does she want to make noise? Share good thoughts? Tell something good that happened? Shout for joy? Ask someone for an opinion or answer?

   c. Who does Lucy want to tell? A person or some people in particular? The plants? The out-of-doors? The world in general? Not tell anyone, but just feels like making noise?

   d. Woodstock - Why is he in the picture? How does he feel? Why does he seem to feel that way?

3. SNOOPY - Boy, does he seem happy!

   a. How is Snoopy reacting to being so happy, with his body? His face? Legs? Arms? Ears?

   b. What season is it? What makes you think so?

   c. Does Snoopy want to share his good feelings with others, or just want to express joy himself?

   d. What is Snoopy so happy about? Do you think that perhaps there has been a change for the better that has brought Snoopy this joy? Maybe something unpleasant is no longer bothering him? What in Snoopy's environment could have changed to bring him so much happiness? It must be important to him.

   e. What would you say to Snoopy if you saw him acting like this? What would Snoopy say to you?

For your convenience the films used in this ELE are listed on this tear out sheet. Simply add the dates required and mail to the Instructional Material Center, ERAC.

Project ECOLogy

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